

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Minneapolis
Fall 2018
Special Topics in Education:
Education and Meaningfulness in a Global World of Diversity

EDD816
3 credits

Course Dates/Hours: Mondays 9/10/2018 – 10/15/2018, 5:00-10:00 pm, 10/22/2018
5:00-9:00pm and Friday 9/21/2018, ON LINE.

Prerequisite Courses: EDD809 and EDD820

Instructor Name: Brother Louis DeThomasis, FSC, PhD

Contact Information, and Availability: Email- louisdethomasis@aol.com
Phone-612-728-5200—Office MDP Available Monday thru Friday by appointment

Course Description:

This course provides students with the opportunity to examine in detail, and to discuss, topics in education that have emerged, either from earlier courses or from their professional life that they consider important.

Globalization, communications, social media and new technologies have made the world “smaller”. Diversity among nations, economies, cultures and ideas have come together and intermingled as never before imagined. However, instead of harmony and a respectful embracing of diversity, we see growing tensions and conflicts proliferating among and within societies, institutions, religions and politics.

This course will explore the role and nature of education to foster a relevancy and meaningfulness in this globalized world that can address how we educate within such an environment. Educators should seek a transformation in their assumptions and approaches that address a growing complexity as they seek to foster and motivate a social consciousness in students that nurtures human dignity for all. Acknowledging that transformation is always difficult and that there will always be those who resist efforts to do things differently, educators are compelled to be responsive to the world that exists in the here and now.

The course will consider the role of education as a motivator that should advance students' perceptions and effectiveness to be dynamic and vital agents for transformation in today's world.

Student Learning Objectives:

Upon completion of this course, students are expected to be able to do the following:

1. Reflect upon and re-examine current assumptions and understandings of the principles, techniques and nature of education in relation to the effectiveness in motivating others within the learning process.
2. Explore and analyze basic patterns of culture that present obstacles that may require a necessity to re-define education as diversity in the world is magnified because of social media and continuous advancements in technology, biological sciences and communications.
3. Examine how educators may effectively embrace the growing pluralism of values within and among societies in order to advance a more harmonious world view among peoples worldwide.
4. Analyze the phenomenon and context of "faith" (not to be understood only as religious faith) as it affects the education process in growing secularized societies.
5. Reflect on current-day economics; study its relationship to the emerging and transformative role of women in societies; and discern how this affects education.

Blackboard Access: Blackboard may be accessed here at courses.smumn.edu

Textbook(s):

Benedict, R. (1959). *Patterns of culture*. (11th ed.) . Boston, MA: Houghton Mifflin Company.

ISBN 710046189

Ariely, D. (2016). *PAYOFF-The hidden logic That shapes our motivations*. New York,

NY: Simon & Schuster. ISBN 978-1-5011-2004-60

Optional Reading Resources:

Christensen, C., Horn, M. and Johnson, C. (2017). *Disrupting class: How disruptive innovation will change the way the world learns*. New York, NY: McGraw Hill Education. ISBN 978-0-07-175910-6

Livio, Mario (2017). *Why? What makes us curious*. New York. NY: Simon & Schuster. ISBN

978-1-4767-9209-5

Harari, Yuval Noah. (2017) *HOMO DEUS-A brief history of tomorrow*. New York, NY: Harper. ISBN

13: 9780062464316

Rosin, Hanna. (2012) *The end of men: The rise of women*. New York, NY: Riverhead Books. ISBN 13: 9781594488047

Technical Support

For technical support, contact our help desk at the following:

tchelpdesk@smumn.edu

<http://www2.smumn.edu/helpdesk/>

612-728-5100; x7800, local Twin Cities

866-437-2788; Choose HelpDesk menu option

Topical Course Outline

List course by Week	Type of Activity	Topics and Instructional Activities	Readings and Graded Assignments
Session 1	Class Meeting 5-10 pm	<ul style="list-style-type: none"> ● Introduction to course. ● Presentation: "The Nature of Education". ● Discussion ● Presentation: "Education and "Meaningfulness". ● Class groupings into teaching teams preparing for next class on assigned topic. 	<ul style="list-style-type: none"> ● Begin reading "Patterns of Culture ● Team Teaching on assigned topic. ● Class analysis and discussion to follow.
Session 2	Class Meeting 5-10 pm	<ul style="list-style-type: none"> ● Class groups present assigned teaching topic to entire class. ● Class analysis and discussion to follow. ● Presentation: "Meaningfulness" and "Reality". 	<ul style="list-style-type: none"> ● Complete reading of "Patterns of Culture" ● Write a reflection paper (due Week 4) on your insights as to "How should the distinction between 'meaning' and 'meaningfulness' influence your understanding and role in the learning process in a global world of diversity?" <p>DUE: Team Presentation</p>
*Session 3	ON LINE	<ul style="list-style-type: none"> ● *SEE BELOW 	<ul style="list-style-type: none"> ● Written reflections of each student ON LINE.

Session 4		<ul style="list-style-type: none"> ● Individual students present his/her reflection paper to class. ● Class analysis and discussion to follow. ● Presentation: "Patterns of Culture". ● Class discussion. 	<ul style="list-style-type: none"> ● Read hand-out, of INTRODUCTION from <i>All Things to All People</i>. Then, write a reflection paper (due week 4) on "Do the core ideas in this INTRODUCTION about Catholic education apply to secular education and how/why? Is religious education (in any religion) really different from secular education and how/why or not, in what ways?" <p>DUE: Reflection Paper #1</p>
Session 5	Class Meeting 5-10 pm	<ul style="list-style-type: none"> ● Individual students present their reflection papers to class. ● Class analysis and discussion to follow. ● Presentation: "Education, Imagination vs. Reason, Ideology. 	<ul style="list-style-type: none"> ● Begin reading Ariely's "PAYOFF-The Hidden Logic That Shapes our Motivations". ● Write a reflection paper (due week 5) as to the role that "imagination" plays when teaching factual, scientific or data-driven academic courses. Give one specific example of how you would incorporate the use of imagination in teaching something of your choosing. <p>DUE: Reflection Paper #2</p>
Session 6	Class Meeting 5-10 pm	<ul style="list-style-type: none"> ● Individual students present their papers to class. ● Class analysis and discussion to follow. ● Presentation: "Education, Diversity and Relativism". ● Presentation: "Kafka's "Message From The Emperor" 	<ul style="list-style-type: none"> ● Complete reading of Ariely's "PAYOFF". ● Groups will be assigned parts of the book to report to all at the next class. <p>DUE: Reflection Paper #3</p>

		<ul style="list-style-type: none"> • Class discussion to follow on its implication to education. 	
Session 7	Class Meeting 5-10 pm	<ul style="list-style-type: none"> • Groups will present their findings and insights re: Ariely's book. • Presentation: "Education, Economics, Motivation and The "Role of Women". 	<ul style="list-style-type: none"> • FINAL—Next Class the final exam paper is due: "Education and Meaningfulness in a Global World of Diversity".
Session 8	Class Meeting 5-10 pm	<ul style="list-style-type: none"> • Individual students present his/her paper to class. • Class analysis and discussion to follow. • Presentation: "The Roles of Faith and the 'I' in Education". • Reading handouts re: Julian Carron and Martin Buber with discussion to follow. 	DUE: FINAL paper.

*Session 3—ON LINE:

Each student share ON LINE (no later than September 20) your concise reflection (no more than 1 page per observation) your reaction to the following statements:

1. The distinction between "meaning" and "meaningfulness" must influence the understanding and role in the learning process in a world of global diversity.
2. Ruth Benedict's "Patterns of Culture" changes the understanding of the teaching paradigm in a global world reality.
3. In a world of diversity education cannot teach any universal values.
4. During WEEK 4 we will explore together the results of your observations and reactions to your reflections. (SLO 1,2,3)

Course Time Standards

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

Teaching Methods

A variety of teaching methods will be incorporated in this course. Individual student participation in class involving presenting his/her analysis and insights to the class; small student groups working as a team on an assigned topic; inquiry-based learning activities; and, presentations on a variety of themes.

This course will be interdisciplinary in nature. We will borrow, adapt and apply to the study of the nature of education using a variety of academic disciplines, i.e. pedagogy, literature, art, cultural anthropology, philosophy and economics.

Students are expected to come to class prepared by reading the assigned books, articles, etc. All written assignments should be handed in on-time. Each student is required to participate actively in class discussions.

Synopsis of Assignments

1. At two Sessions (Week 2 and 7) the class will be arranged as small group teams working on an assigned topic. The expectation is that each student will contribute in planning on an assigned topic resulting in an effective and creative presentation to the class.
2. There will also be a variety of written assignments at four Sessions (Week 3,4,5,6) asking for each student's reflection and insights on a given topic. This reflection paper is to be concise and reflect the personal analysis and insights of each student.
3. Small student groups will be asked to present and report to the entire class on a specific assigned reading.

ASSIGNMENTS

WEEK 1: A.) Begin reading, Benedict, Ruth (1934). *PATTERNS OF CULTURE (Eleventh Printing Sentry Edition, 1959)*. Boston: Houghton Mifflin Company.

B.) With your assigned group prepare a Team presentation for the next class: “What caused the Charlottesville violence and how should that have been avoided?”
(DUE WEEK 2)

NOTE:

1. What are the issues that make the problem difficult to solve?
2. What would be your approach/tactics etc. in your attempt at a solution.
3. Identify the disciplines you utilized in arriving at your solution.

WEEK 2: A.) By next class ON LINE (WEEK3) *PATTERNS OF CULTURE* must be completely read.

B.) Write a reflection paper--DUE **WEEK 4**-- (maximum 2 pages) on your insights as to "How should the distinction between 'meaning' and 'meaningfulness' influence your understanding and role in the learning process in a global world of diversity?" (DUE WEEK 4) (SLO 1)

WEEK 3: ON LINE

WEEK 4: A.) Ariely, Dan (2016). *PAYOFF-The Hidden Logic That Shapes Our Motivations*. New York: Simon & Schuster. ISBN 978-1-5011-2004-6

B.) Read hand-out, of INTRODUCTION from DeThomasis, Louis, FSC. *All Things to All People*. Chicago: ACTA Publications, 2016. Then, write a reflection paper (maximum 3 pages) on "Do the core ideas in this INTRODUCTION about Catholic education apply to secular education and how/why? Is religious education (in any religion) really different from secular education and how/why or not, in what ways?" (DUE WEEK 4) (SLO 4)

WEEK 5: A.) Write a reflection paper (maximum 3 pages) as to the role that "imagination" plays when teaching factual, scientific or data-driven academic courses. Give one specific example of how you would incorporate the use of imagination in teaching something of your choosing. (DUE WEEK 5) (SLO 2)

WEEK 6: A.) Complete the reading of: Ariely, Dan (2016). *PAYOFF-The Hidden Logic That Shapes Our Motivations*. New York: Simon & Schuster. ISBN 978-1-5011-2004-6

B.) At the first part of Week 6 Class we will break into small groups and each group will be assigned to discuss a part of the book to share your insights for its application to education. During the second part of the session each group will present its findings and open discussion will follow with the entire class. (DUE WEEK 6) (SLO 1, 3)

WEEK 7: A.) Team presentations of Ariely, D. (2016). *PAYOFF-The hidden logic That shapes our motivations* (DUE WEEK 7) (SLO 5)

WEEK 8: A.) Your Final Paper assignment to be handed in by the last class session is to write a paper on what you see as the nature of: *Education and Meaningfulness in a Global World of Diversity*. (DUE WEEK 8) (SLO 1-5)

*The paper is to be a maximum of 3 pages.

*You may refer to any type of sources from any area of experience or academic discipline that may help to explain your insights.

*Your paper must include how you see the role of an effective educator in a global diverse world with competing culturally influenced ideologies.

*THE FINAL PARAGRAPH OF YOUR PAPER MUST SUCCINCTLY SUMMARIZE THE NATURE OF *Education and Meaningfulness in a Global World of Diversity*.

This Final Paper should encapsulate the learning from this course using the learning objectives as a guide. The paper should reflect scholarly thinking and writing using APA writing style.

NOTE

- 1.) **Student/Group Presentations:** Two times during the course, the class will be arranged as small group teams working on an assigned teaching topic or book chapter to provide a learning experience for the entire class. The expectation is that each student will contribute in planning on an assigned topic and chapter resulting in an effective and creative learning experience for all.
- 2.) **Written Reflections:** Four times throughout the course students will create a written reflection and insights on a given topic relevant to the readings and course learning. The reflection paper is to be concise and reflect a personal analysis of one's insights and developing understandings.

Assessment of Student Performance/Grading Policies:

The final grade is a result of:

1. Assigned written papers...= 25%
2. Class Presentations.....= 25%
3. Final paper.....= 50%

Graduate Grading Scale

A	90-100%
B	80-89%
C	70-79%
NC	below 70%

Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. At the end of the course and after the faculty member has submitted grades, check the Student Portal to complete the student rating of teaching and learning and view your grade. Please be assured the system records responses anonymously.

Late Work: All assignments are due on the designated due date. Late work is subject to 10%-point loss, but will be accepted if an extension is requested. Assignment 1 can be revised and resubmitted one time if the student receives a score of 89% or lower. All revised work needs to be submitted within one week of receiving the original graded version.

University Conduct and Academic Policies

See the course Blackboard site for a direct link to all University policies.

Writing Center and Library Services

See the course Blackboard site for direct links to these departments

